

Games We Play

PM Levels 16/17

Orange

Text Type Information Report / Procedure

Running Words 353



Preparing for Guided Reading

Orientation to the text

- Make a list of games that students like to play. Classify them into 'Games we usually play with others' and 'Games we often play by ourselves'.

Prior knowledge

- This book will help students to understand that games are usually fun and can make you feel good about yourself. These games might be played with others or they might be played alone.

Building the Balanced Reader

Vocabulary

Key vocabulary

everyone, everywhere, game, people, pretend

Content Words

board, bounce, changed, count, kinds, Many, number, other, ourselves, should, Sometimes, team, tennis, think

Decoding

- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

Focusing on the story – guided reading

- Read the title. Discuss the challenge of some games – making decisions, thinking about choices, co-operating with others, concentrating, having fun, etc.
- Read the contents page. Encourage students to share their ideas about what they might already know. Explain that *Jacks* is a game.
- Discuss the information on pp. 4–5. Read the *Did you know?* statement. Demonstrate or talk about how to play marbles.
- Discuss the meaning of *take turns* and *teams*. Confirm the children's understanding of these terms by reading their meanings in the glossary on p. 24.
- Look at the verb forms *play, playing, played*.

- Discuss the meaning of *pretend*. Find the meaning in a dictionary. Have students name pretend games they enjoy.
- Have students respond to the questions. Are students able to suggest other games that are still played today or games that are played all around the world?
- Help students use the index on the inside back cover to locate selected information in the text.

Comprehension

- Where are marbles played? (*Literal*)
- Who can play games? (*Inferential*)
- How does game-playing change as we get older? (*Inferential*)

Follow-up activities

- Give students a selection of simple board games to play. After playing the games, talk about the mathematical skills they practised.
- Help students conduct a simple survey about their favourite games. Explain what a survey is. Inform students how they are conducted, e.g. written or oral questionnaires, telephone surveys, over the TV, etc. Decide on questions students could ask. Demonstrate how to set them out so that the respondents will reply with 'yes' or 'no', e.g.
Do you enjoy playing games?
Is football your favourite game?
Have you played marbles?
Have students key the questions into the computer and print sufficient copies. Invite them to complete the forms. Show students how to tally the responses and form generalisations.
- Invite grandparents to school to share with the class games they played as children. Compare the simplicity of these games with more complicated electronic games played by some children today.
- Have students make their own little books about games that everyone can play. Remind them to use the information in *Games We Play* as well as what they already know.

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Learning Intentions

- We are learning that different text types have different structures and purposes.
- We are learning to combine our knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Success Criteria

- I can use my knowledge of the structure and purpose of different text types to make predictions about the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up